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ABSTRACT

While it is important to improve the outcomes of bilingual and English-only reading instruction for English language learners at all grade levels, there is a particular need to see that students are successful in beginning to read in the early elementary grades. One program that has achieved a great deal of success in meeting this goal is called Success for All, a comprehensive reform program for elementary schools, especially those serving many students at risk. This report presents data on the achievement of English language learners in schools in Philadelphia (Pennsylvania), Southern California, Houston (Texas), and Arizona that are implementing Success for All or Exito Para Todos (the Spanish bilingual adaptation of Success for All). The effects of Success for All on the achievement of English language learners are not entirely consistent, but in general they are substantially positive. In all schools implementing Exito Para Todos, effect sizes for first graders on Spanish assessments were very positive. The Houston study showed that this effect was more pronounced when schools were implementing most of the program's elements. The Philadelphia evaluation showed that even after transitioning to English-only instruction, Exito Para Todos third graders performed better on English assessments than control students who were primarily taught in English. For students in sheltered English instruction, effect sizes for all comparisons were also positive, especially for Cambodian students in Philadelphia and Mexican American students in California. (Contains 4 figures, 7 tables, and 31 references.) (Author/SLD)

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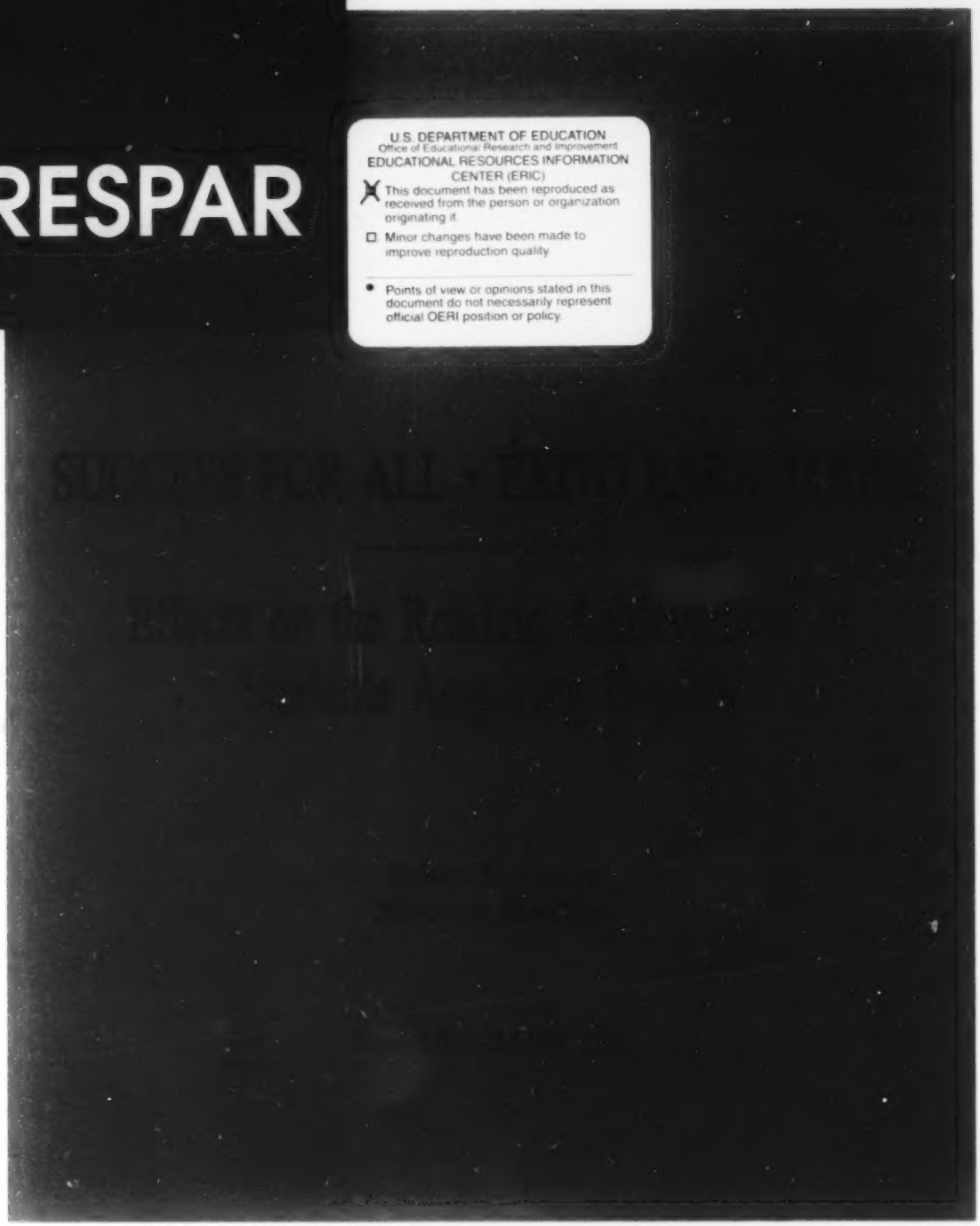

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SUCCESS FOR ALL/ÉXITO PARA TODOS

Effects on the Reading Achievement of Students Acquiring English

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Report No. 19

July 1998

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The Center

Every child has the capacity to succeed in school and in life. Yet far too many children, especially those from poor and minority families, are placed at risk by school practices that are based on a sorting paradigm in which some students receive high-expectations instruction while the rest are relegated to lower quality education and lower quality futures. The sorting perspective must be replaced by a "talent development" model that asserts that all children are capable of succeeding in a rich and demanding curriculum with appropriate assistance and support.

The mission of the Center for Research on the Education of Students Placed At Risk (CRESPAR) is to conduct the research, development, evaluation, and dissemination needed to transform schooling for students placed at risk. The work of the Center is guided by three central themes — ensuring the success of all students at key development points, building on students' personal and cultural assets, and scaling up effective programs — and conducted through seven research and development programs and a program of institutional activities.

CRESPAR is organized as a partnership of Johns Hopkins University and Howard University, in collaboration with researchers at the University of California at Santa Barbara, University of California at Los Angeles, University of Chicago, Manpower Demonstration Research Corporation, University of Memphis, Haskell Indian Nations University, and University of Houston-Clear Lake.

CRESPAR is supported by the National Institute on the Education of At-Risk Students (At-Risk Institute), one of five institutes created by the Educational Research, Development, Dissemination and Improvement Act of 1994 and located within the Office of Educational Research and Improvement (OERI) at the U.S. Department of Education. The At-Risk Institute supports a range of research and development activities designed to improve the education of students at risk of educational failure because of limited English proficiency, poverty, race, geographic location, or economic disadvantage.

Abstract

While it is important to improve the outcomes of bilingual and English-only reading instruction for English language learners at all grade levels, there is a particular need to see that students are successful in beginning to read in the early elementary grades. One program that has achieved a great deal of success in meeting this goal is called Success for All, a comprehensive reform program for elementary schools, especially those serving many students placed at risk. This report presents data on the achievement of English language learners in schools in Philadelphia, Southern California, Houston, and Arizona that are implementing Success for All or Éxito Para Todos (the Spanish bilingual adaptation of Success for All).

The effects of Success for All on the achievement of English language learners are not entirely consistent, but in general they are substantially positive. In all schools implementing Éxito Para Todos, effect sizes for first graders on Spanish assessments were very positive. The Houston study showed that this effect was more pronounced when schools were implementing most of the program's elements. The Philadelphia evaluation showed that even after transitioning to English-only instruction, Éxito Para Todos third graders performed better on English assessments than control students who were primarily taught in English. For students in sheltered English instruction, effect sizes for all comparisons were also positive, especially for Cambodian students in Philadelphia and Mexican American students in California.

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Introduction

Students who enter school with limited English proficiency are among the most likely of all students to be at risk for school failure (August & Hakuta, 1997). These students score substantially worse than other language minority students in schools of equal levels of poverty in both reading and mathematics at third grade (Moss & Puma, 1995). They are retained far more often, and have many other difficulties. Ultimately, limited English proficient students are substantially more likely than other students to drop out of school; dropout rates average 42% for these students, compared to 10.5% for students who were never limited in English proficiency (McArthur, 1993). The educational difficulties of limited English proficient students are not entirely due to difficulties with English. These students are typically children of recent immigrants who suffer from the effects of poverty, mobility, limited capacity of parents to support their children's success in school, and underfunded, overcrowded schools (August & Hakuta, 1997). Even after limited English proficient students become fully proficient in English, their school performance remains substantially lower than that of other students.

For many years, debates about the education of limited English proficient children have focused on the question of language of instruction. While children are acquiring sufficient English language skills to function well in all-English instruction, should they be taught in their native language or in English? If they are taught in their native language, should they be transitioned as soon as possible, or maintained in native language instruction until their English proficiency is at a very high level? Reviews of research on this topic generally find benefits for native language instruction, followed by a gradual transition to English (e.g., Meyer & Fienberg, 1992; Ramirez, Yuen, & Ramey, 1991; Garcia, 1994). While there is considerable debate about this research, few investigators have found such bilingual programs to be *less* effective than English-only instruction from the outset (August & Hakuta, 1997).

However, in recent years, attention has shifted away from a primary focus on *language* of instruction toward a focus on the *quality* of instruction received by students acquiring English, in whatever language they are being taught. Among children receiving native language instruction, those who succeed in that instruction ultimately perform substantially better in English than those who do not (Garcia, 1991, 1994). Among students in English-only instruction, the same is obviously true. This is not to diminish the importance of native language instruction, but simply to note that while the language issue is being fought out on largely political terms, it is incumbent upon educators to develop, evaluate, and disseminate effective strategies for bilingual as well as English-only instruction for students acquiring

English. As a practical matter, a very large proportion of English language learners will always be taught in English (if only because of shortages of teachers proficient in other languages, especially non-Spanish languages), and hopefully there will always be many English language learners being taught in their native language, especially Spanish. We need effective strategies for both situations.

The renewed focus since the late 1980s on the quality of bilingual and ESL programs has led to numerous observational and descriptive studies of effective education for English language learners (see, for example, Fleischman & Hopstock, 1993; Leighton et al., 1993; Garcia, 1987; Tikunoff et al., 1991). However, few studies have directly compared outcomes of innovative bilingual or ESL programs to traditional programs (see Ramirez, 1986).

There is remarkably little research evaluating programs designed to increase the Spanish reading performance of students in bilingual programs. Calderón, Hertz-Lazarowitz, & Slavin (in press) evaluated a bilingual adaptation of Cooperative Integrated Reading and Composition (BCIRC) in El Paso elementary schools starting in second grade. This program, based on a successful program originally developed in English for English proficient students (Stevens, Madden, Slavin, & Farnish, 1987; Stevens & Slavin, 1995), involves having students work in small cooperative groups. Students read to each other, work together to identify characters, settings, problems, and problem solutions in narratives, summarize stories to each other, and work together on writing, reading comprehension, and vocabulary activities. Students in BCIRC classes scored significantly better than control students on the Spanish Texas Assessment of Academic Skills (TAAS) at the end of second grade, and as they transitioned to English in third and fourth grades they performed significantly better than control students on standardized reading tests given in English.

While it is important to improve the outcomes of bilingual and English-only reading instruction for English language learners at all grade levels, there is a particular need to see that students are successful in beginning to read in the early elementary grades. Many students fail to read adequately by third grade and are then at risk for being retained in grade or assigned to special education or long-term remedial services, all of which are key predictors of ultimate dropout (Lloyd, 1978). Latino students, with one of the highest dropout rates of all ethnic groups (GAO, 1994; NCES, 1993), are particularly at risk if they do not read well.

If all students are to achieve their potential in school, all must begin with success in reading in the early grades. One program that has achieved a great deal of success in meeting this goal is called Success for All, a comprehensive model for restructuring elementary schools that focuses on prevention and early, intensive intervention. The program's philosophy is that

learning problems must first be prevented by providing students with high-quality instruction from prekindergarten or kindergarten onward, improving school-family links, and assessing student progress on a regular basis. When problems appear despite effective preventive measures, interventions must be applied immediately and intensively to solve them before they become serious. In particular, one-to-one tutoring is provided to first graders who are failing to read well. The English version of Success for All has been evaluated in comparison to matched control schools in nine school districts throughout the U.S. and found to be consistently effective on measures of reading, reductions in retention and special education placements, and other outcomes (Slavin et al., 1996a, b).

The first application of Success for All to English language learners began in Philadelphia's Francis Scott Key School, which serves a high-poverty neighborhood in which more than 60% of students enter the schools speaking Cambodian or other Southeast Asian languages. An adaptation of Success for All was designed to meet the needs of these children. This adaptation focused on integrating the work of ESL teachers and reading teachers, so that ESL teachers taught a reading class and then helped limited English proficient students with the specific language and reading skills needed to succeed in the school's (English) reading program. In addition, a cross-age tutoring program enabled fifth graders, now fully bilingual in English and Cambodian, to help kindergartners succeed in the English program. The performance of students at Francis Scott Key has been compared to that of students in a matched comparison school each year, and the results have consistently favored Success for All (for Asian as well as non-Asian students (Slavin & Yampolsky, 1991). The present paper reports the reading performance of the English language learners at Key and its comparison school as of spring, 1995, the end of the seventh year of program implementation.

In 1992, a Spanish adaptation of Success for All called *Éxito Para Todos* was developed for use in Spanish bilingual programs. During the 1992-1993 school year *Éxito Para Todos* was implemented in one Philadelphia school serving a predominately Latino (mostly Puerto Rican) student body. The first year results showed the Spanish bilingual students to be performing substantially better than controls on individually administered tests of Spanish (Slavin & Madden, 1994). This paper reports the results for the third graders who completed their third year in *Éxito Para Todos* in 1996.

A third evaluation of Success for All with English language learners was carried out by WestEd, an educational laboratory in Southern California (Livingston & Flaherty, 1997). This study involved three schools. Fremont Elementary in Riverside, California and Orville Wright Elementary in Modesto are schools with substantial Spanish bilingual programs, and

implemented *Éxito Para Todos*. The third, El Vista Elementary, also in Modesto, serves a highly diverse student body speaking 17 languages using an ESL approach. Students in all three schools were compared to matched students in matched schools. In each case, students are assessed in the language of instruction (English or Spanish). Earlier reports (Dianda, 1995; Slavin & Madden, 1995) showed substantial positive effects of both the English and the Spanish versions of the program. The present paper reports results on first, second, and third graders as of spring, 1996.

An Arizona study compared first graders in two Success for All schools to those in three locally developed Title I schoolwide projects and one Reading Recovery school (Ross, Nunnery, & Smith, 1997). Finally, the largest study of *Éxito Para Todos*, under way in the Houston Independent School District, is producing data both on the overall effects of the Spanish adaptation of SFA/EPT and on the effects of the degree of implementation of the model.

Success for All/Éxito Para Todos: Program Description

Success for All/*Éxito Para Todos* is a comprehensive reform program for elementary schools, especially those serving many students placed at risk. It restructures Title I staff and resources, plus any other available resources (such as special education or state compensatory education), to focus on prevention, early intervention, and long-term professional development, instead of remediation. Specific elements of the program, and adaptations for the needs of English language learners, are described in the following sections.

Reading Tutors

One of the most important elements of the Success for All/*Éxito Para Todos* model is the use of tutors to support students' success in reading. One-to-one tutoring is the most effective form of instruction known (see Wasik & Slavin, 1993). The tutors at Fairhill, Fremont, and Wright, the schools using *Éxito Para Todos*, were Spanish bilingual teachers. At Key, El Vista, and the two Arizona schools, tutors were certified teachers paid for by Title I funds, plus ESL teachers from the schools' staffs. Tutors worked one-to-one with students who were having difficulties keeping up with their reading groups. Students were taken from their homeroom classes by the tutors for 20-minute sessions during times other than reading or math periods. In general, tutors supported students' success in the regular reading curriculum, rather than teaching different objectives. For example, if the regular reading

teacher was working on stories with long vowels or was teaching comprehension monitoring strategies, so did the tutor. However, tutors identified learning deficits and used different strategies to teach the same skills.

During daily 90-minute reading periods, tutors served as additional reading teachers to reduce class size for reading. Information on students' specific deficits and needs passed between reading teachers and tutors on brief forms, and reading teachers and tutors were given regular times to meet to coordinate their approaches with individual children.

Initial decisions about reading group placement and need for tutoring were made based on informal reading inventories given to each child by the tutors. After this, reading group placements and tutoring assignments were made based on eight-week assessments, which included teacher judgments as well as more formal assessments. First graders received first priority for tutoring, on the assumption that the primary function of the tutors is to help all students be successful in reading the first time, before they become remedial readers.

Reading Program

Students in grades 1-5 were regrouped for reading. That is, students were assigned to heterogeneous, age-grouped classes with class sizes of about 25 most of the day, but during a regular 90-minute reading period they were regrouped according to reading performance levels into reading classes of about 15 students all at the same level. For example, a 2-1 (second grade, first semester) reading class might contain first, second, and third grade students all reading at the same level. At the bilingual schools this regrouping was done separately for Spanish-dominant and English-dominant students; at Key and El Vista, all students were regrouped according to reading level, regardless of language background. Regrouping allows teachers to teach the whole reading class without having to break the class into reading groups. It is a form of the Joplin Plan, which has been found to increase reading achievement in the elementary grades (Slavin, 1987).

The reading program emphasizes development of basic language skills and sound and letter recognition skills in kindergarten, and uses an approach based on sound blending and phonics starting in first grade. The K-1 reading program used in the bilingual program at Fairhill, Fremont, and Wright, *Lee Conmigo* ("Read with Me"), uses a series of "shared stories," minibooks that gradually introduce syllables, letter sounds, and sound-blending strategies in stories originally written in Spanish for the program. English-dominant students in all schools experienced *Reading Roots*, which uses the same instructional methods, but in

English. *Lee Conmigo* and *Reading Roots* emphasize oral reading to partners as well as to the teacher, instruction in story structure and specific comprehension skills, and integration of reading and writing. They provide a rapidly paced, engaging set of routines that involve students in group response games that develop auditory discrimination skills, letter name and letter sound recognition, and sound blending strategies based on the sounds and words used in the books. When they reach the second grade reading level, students use a form of Cooperative Integrated Reading and Composition (CIRC) with Spanish or English novels and basals. CIRC uses cooperative learning activities built around story structure, prediction, summarization, vocabulary building, decoding practice, writing, and direct instruction in reading comprehension skills. Research on CIRC has found it to significantly increase students' reading comprehension and language skills in English (Stevens, Madden, Slavin, & Farnish, 1987) and in Spanish (Calderón et al., in press).

Eight-Week Reading Assessments

Every eight weeks, reading teachers assessed student progress through the reading program. The results of the assessments were used to determine who is to receive tutoring, to suggest other adaptations in students' programs, and to identify students who need other types of assistance, such as family interventions or vision/hearing screening.

English as a Second Language

All schools had instruction in English as a second language (ESL). At Key, El Vista, and the Arizona schools, ESL teachers taught regular reading classes during a common regrouped reading period. After this period, they tutored individual students or worked with groups of limited English proficient students. The emphasis of the ESL program in Success for All was on giving students assistance that is directly tied to success in the English curriculum. For example, ESL teachers used the same reading materials used in the classroom reading program. At Fairhill, Fremont, and Wright, ESL instruction was also closely connected to instruction in subjects in which students were being taught in English.

Kindergarten

All schools provided a full-day kindergarten for all eligible students. The kindergarten program provided a balanced and developmentally appropriate learning experience for young

children. The curriculum emphasizes the development and use of language. It provides a balance of academic readiness and non-academic music, art, and movement activities. Readiness activities include use of integrated thematic units, and a program called Story Telling and Retelling (STaR) in which students retell stories read by the teachers.

Family Support Team

A Family Support Team in each school provided parenting education and worked preventively to involve parents in support of their children's success in school. Also, family support staff provided assistance when there were indications that students were not working up to their full potential because of problems at home. For example, families of students who are not receiving adequate sleep or nutrition, need glasses, are not attending school regularly, or are exhibiting serious behavior problems receive family support assistance. Links with appropriate community service agencies were made to provide as much focused service as possible for parents and children.

Program Facilitator

A program facilitator worked at each school full time to oversee (with the principal) the operation of the Success for All/*Éxito Para Todos* model. Facilitators helped plan the program, helped the principal with scheduling, and visited classes and tutoring sessions frequently to help teachers and tutors with individual problems. They helped teachers and tutors deal with any behavior problems or other special problems, and coordinated the activities of the classroom teachers, tutors, Family Support Team, ESL teachers, and others.

Teachers and Teacher Training

The teachers and tutors were regular classroom teachers, bilingual teachers, or ESL teachers. They received detailed teacher's manuals supplemented by two days of inservice at the beginning of the school year and several inservice sessions throughout the year on such topics as classroom management, instructional pace, and implementation of the curriculum.

Methods and Results

Francis Scott Key (ESL)

Beginning in September 1988, researchers from The Johns Hopkins University began working with the staff at Philadelphia's Francis Scott Key Elementary School to implement Success for All in grades K-5. Sixty-two percent of its students were from Asian backgrounds, primarily Cambodian. Nearly all of these students entered the school in kindergarten with little or no English. The remainder of the school was divided between African American and white students. The school is located in an extremely impoverished neighborhood in South Philadelphia. Ninety-six percent of the students were from low-income families and qualified for free lunch.

Because of the unavailability of Cambodian-speaking teachers, Francis Scott Key used an ESL approach to its LEP students. The only adult in the school who spoke Cambodian was a bilingual counseling assistant.

Evaluation Design

The program at Francis Scott Key was evaluated in comparison to a similar Philadelphia elementary school. Table 1 compares the two schools on several variables. As the table shows, the two schools were very similar in overall achievement level and other variables. Thirty-three percent of the comparison school's students were Asian (mostly Cambodian), the highest proportion in the city after Key. The percentage of students receiving free lunch was very high in both schools, though higher at Key (96%) than at the comparison school (84%). A few differences are worthy of note, however. The comparison school was larger than Key, with 1,128 students overall to Key's 622, and the non-Asian students at the comparison school were almost all African American, while 21% of Key's students were white.

The data reported here are for all students in grades 4-5 in Spring, 1995. With the exception of transfers, all students had been in the program since kindergarten.

Table 1. Characteristics of Francis Scott Key and Comparison School

Characteristics	Key	Comparison
School Enrollment	622	1,128
School Enrollment, K-3	365	541
Ethnic Composition		
Asian	62%	33%
White	21%	0%
African American	15%	65%
Other	3%	2%
National Percentile –Reading Spring 1988		
K	42	52
1	37	34
2	17	26
3	33	27
Average Daily Attendance	90%	91%
Percent Free Lunch	96%	84%

Measures

At Francis Scott Key and its comparison school, all students in grades 4-5 were individually administered three scales from the Woodcock Language Proficiency Battery (Woodcock, 1984): Word Identification, Word Attack, and Passage Comprehension. The Word Identification scale was used to assess recognition of common sight words, the Word Attack scale assessed phonetic synthesis skills, and the Passage Comprehension scale assessed students' abilities to read and comprehend meaningful text.

Analyses of variance (ANOVA) were conducted on each outcome separately. Outcomes were characterized in terms of effect sizes, which are the difference between experimental and control means divided by the control group's standard deviation. Grade equivalents were not used in any analyses, but are presented as convenient indicators of students' absolute performance levels.

Results: Asian Students

The results for Asian students are summarized in Tables 2 and 3. Success for All Asian students at all three grade levels performed far better than control students. Differences between Success for All and control students were statistically significant on every measure at every grade level ($p<.001$). Median grade equivalents and effect sizes were computed across the three Woodcock scales. On average, Success for All Asian students exceeded control

students in reading grade equivalents by 2.9 years in fourth grade (Median ES = +1.49), and 2.8 years in fifth grade (Median ES = +1.33). Success for All Asian students were reading about a full year above grade level in fourth grade (GE = 5.8) and in fifth grade (GE = 6.8), while similar control students averaged 1.9 years below grade reading level in fourth grade and 1.8 years below grade level in fifth grade.

Table 2. Francis Scott Key (ESL, Philadelphia)
Scores on Woodcock Reading Scales
Grade 4

	Asian		Non-Asian	
	SFA	**Control**	**SFA**	**Control**
Word Identification				
Mean	75.22	53.56	74.65	64.63
(SD)	(9.76)	(14.02)	(14.54)	(15.72)
N	32	18	20	48
GE	5.8	3.1	5.7	4.3
ES	+1.54		+0.64	
F	41.22***		5.99*	
Word Attack				
Mean	37.53	18.06	31.95	26.65
(SD)	(5.36)	(13.09)	(8.87)	(11.37)
N	32	18	20	48
GE	10.0	2.2	6.1	3.4
ES	+1.49		+0.47	
F	55.12***		3.46[a]	
Passage Comprehension				
Mean	37.44	29.83	40.20	36.46
(SD)	(5.75)	(12.32)	(5.97)	(11.22)
N	32	18	20	48
GE	4.1	2.9	5.1	3.9
ES	+0.62		+0.33	
F	8.87**		1.98	
Median GE	5.8	2.9	5.7	3.9
Median ES	+1.49		+0.47	

[a] p<.10 * p<.05 ** p<.01 *** p<.001

Table 3. Francis Scott Key (ESL, Philadelphia)
Scores on Woodcock Reading Scales
Grade 5

	Asian		Non-Asian	
	SFA	**Control**	**SFA**	**Control**
Word Identification				
Mean	79.24	62.57	76.38	68.68
(SD)	(13.94)	(11.95)	(14.93)	(11.64)
N	50	23	26	38
GE	6.8	4.0	6.1	4.7
ES	+1.40		+0.66	
F	24.54***		5.36*	
Word Attack				
Mean	35.60	22.00	34.54	26.18
(SD)	(9.35)	(10.23)	(7.66)	(9.05)
N	50	23	26	38
GE	10.0	2.7	8.7	3.3
ES	+1.33		+0.92	
F	31.42***		14.84***	
Passage Comprehension				
Mean	41.98	36.91	41.31	38.34
(SD)	(6.23)	(6.79)	(8.63)	(9.50)
N	50	23	26	38
GE	5.8	4.0	5.5	4.3
ES	+0.75		+0.34	
F	9.86**		1.62	
Median GE	6.8	4.0	6.1	4.3
Median ES	+1.33		+0.66	

* p<.05 ** p<.01 *** p<.001

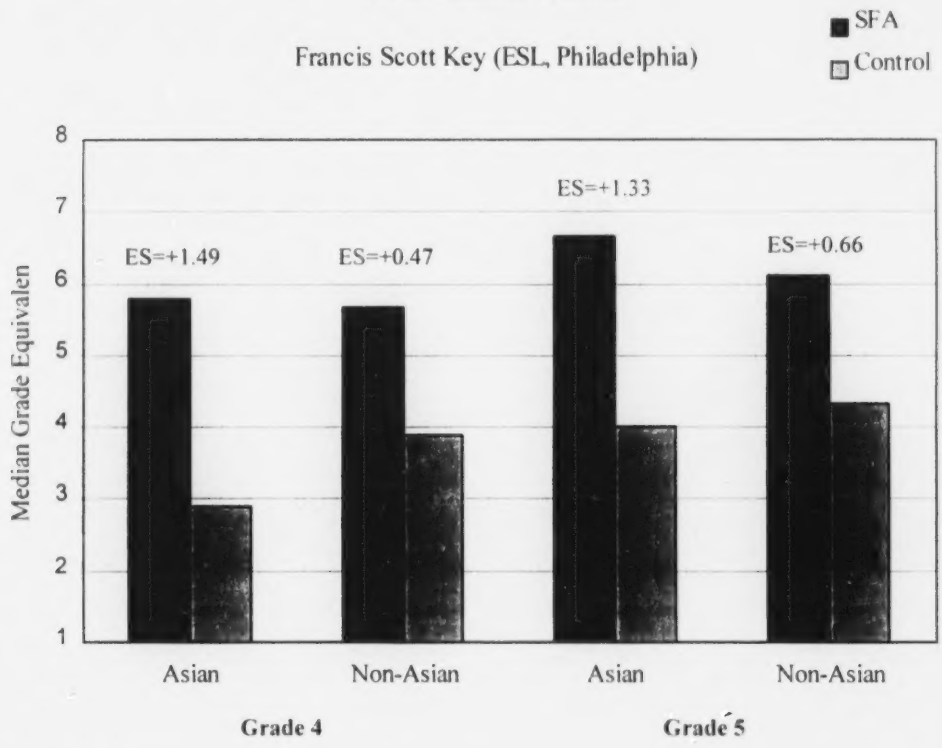
Results: Non-Asian Students

Outcomes of Success for All for non-Asian students, summarized in Tables 2 and 3 and Figure 1, were also very positive in grades 4-5. Experimental-control differences were statistically significant (p<.05 or better) on every measure at every grade level. Effect sizes were somewhat smaller than for Asian students, but were still quite substantial, averaging +0.47 in grade 4 and +0.66 in grade 5. Success for All non-Asian students averaged almost a full year above grade level (GE = 5.7) in fourth grade, and about three months above grade

level in fifth grade (GE = 6.1); at both grade levels, Success for All non-Asian students scored at least a full grade equivalent higher than non-Asian control students.

Figure 1

Achievement Medians (Grade Equivalents and Effect Size) for Success for All and Control Schools



Fairhill (Bilingual)

The bilingual version of Success for All, *Éxito Para Todos*, was first implemented at Fairhill Elementary School, a school in inner-city Philadelphia. Fairhill serves a student body of 694 students of whom 78% are Hispanic (primarily from Puerto Rico) and 22% are African-American. A matched comparison school was also selected. Table 4 shows data on the two schools. From the table it is clear that the two schools were very similar in total enrollment, percent Hispanic and African-American, and historical achievement levels (from district records). The schools were also similar in the percent of students receiving bilingual instruction. In both schools about half of all students were in the bilingual program in first

grade. Nearly all students in both schools qualified for free lunches. Both schools were Title I schoolwide projects, which means that both had high (and roughly equivalent) allocations of Title I funds that they could use flexibly to meet student needs.

A misconception about the instruction provided by the control group changed the meaning of this experiment from its original intention. The control group's reading program was described by the district as a bilingual model emphasizing native language instruction. However, it turned out that the control group's "bilingual" approach was more of a sheltered English model, with very little instruction in Spanish. This made the Fairhill experiment a comparison of *Éxito Para Todos* (in Spanish) to a sheltered English control group, mixing language of instruction with method of instruction.

Table 4. Characteristics of Fairhill and Comparison School

	SFA	Comparison
Total Enrollment	694	706
Pct. Hispanic	78%	76%
Pct. African American	22%	24%
Pct. in Bilingual Programs	17%	21%
Pct. Free Lunch	93%	99%
Mean Percentile, Reading (K-5)	30	32
Mean Percentile, Math (K-5)	53	52

Measures

All students defined by district criteria as LEP at Fairhill and its control school were pretested at the beginning of first grade on the Spanish Peabody Picture Vocabulary Test (PPVT). Each following May, these students were tested by native language speakers on three scales of the Spanish Woodcock (Bateria Woodcock de Proficiencia en el Idioma): Letter/Word Identification (Identificación de Letras y Palabras), Word Attack (Analisis de Palabras), and Passage Comprehension (Comprensión de Textos). Starting in third grade, almost all children had transitioned to English instruction, so students were assessed on the corresponding English Woodcock scales as well.

Results

A check for pretest differences on the Spanish PPVT found that there were differences in favor of the experimental group ($p < .03$). PPVT scores were therefore used as covariates

in all analyses of covariance (ANCOVA). As shown in Table 5, Fairhill students performed far better than control students on all three Spanish measures ($p<.001$). Given that they were taught to read in Spanish and the control group was not, this is hardly surprising. More significant, however, were the differences in English reading performance. Fairhill students scored higher than control students on all three English reading measures. The differences were only statistically significant on Word Attack ($p<.05$; ES = +0.65). However, this finding is of considerable interest, as it shows that third graders taught well in Spanish were performing at least as well and often better in *English* than were students taught only in English. Of course, these students then had the substantial bonus of the ability to read well in Spanish. The small sample size and significant pretest differences make these results speculative rather than conclusive, but they are worthy of further investigation.

Table 5. Fairhill (Bilingual) versus Control (Sheltered English)

	Grade 3			
	Spanish		English	
	SFA	Control	SFA	Control
Word Identification				
Adj. Mean	40.75	10.74	43.79	42.77
(SD)	(5.51)	(10.33)	(20.61)	(16.35)
N	21	29	21	29
ES	+2.91		1	
F	133.99***			
Word Attack				
Adj. Mean	21.12	5.01	20.62	13.41
(SD)	(4.87)	(6.36)	(10.67)	(11.08)
N	21	29	21	29
ES				
F				
Passage Comprehension				
Adj. Mean	6.13	1.29	17.58	18.20
(SD)	(2.09)	(2.00)	(7.45)	(9.34)
N	21	29	21	29
ES	+2.42		-0.07	
F	65.72***		<1	
Median ES	+2.62		+0.21	

* $p<.05$ ** $p<.01$ *** $p<.001$

Fremont (Bilingual), Wright (Bilingual), and El Vista (ESL)

Data from first, second, and third graders in the three California Success for All schools were analyzed together by Livingston & Flaherty (1997), pooling data across schools in four categories: English-dominant students, Spanish-dominant students taught in Spanish (*Lee Conmigo* in Success for All schools), Spanish-dominant students taught in English ("sheltered students"), and speakers of languages other than English or Spanish taught in English. Three cohorts were followed. Data for a 1992 cohort are available for grades 1, 2, and 3; for 1993, grades 1 and 2; and for 1994, grade 1 only. The pooled results are summarized in Figures 1, 2, and 3 (from Livingston & Flaherty, 1997).

Spanish Bilingual Students

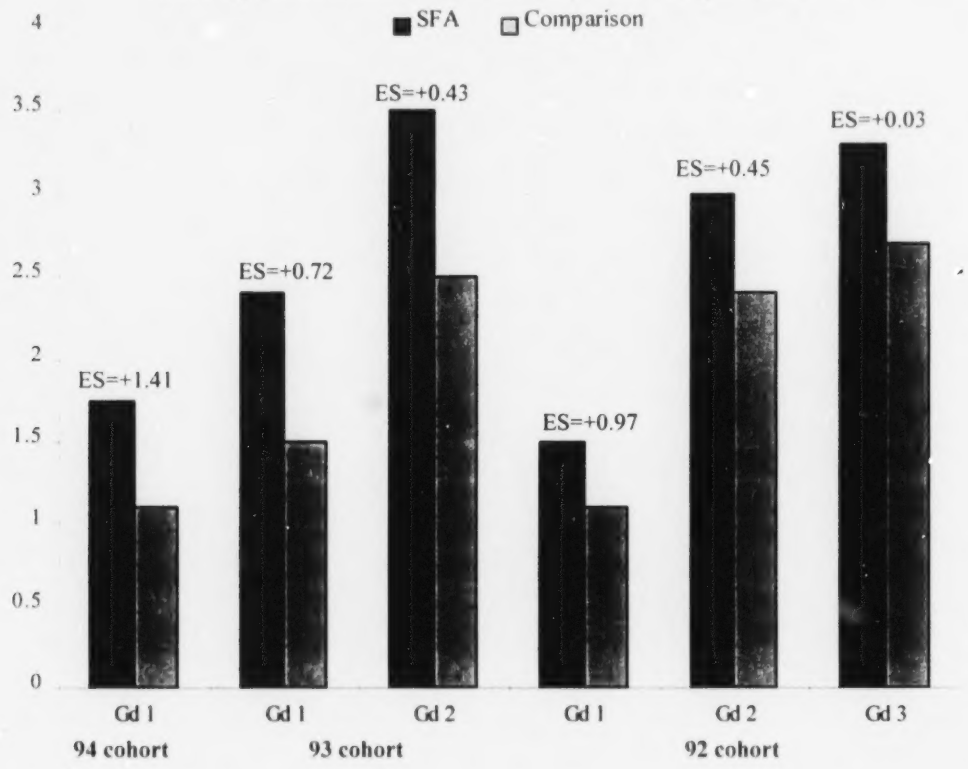
Students in the two *Éxito Para Todos* schools in California scored higher than controls at every grade level in all three cohorts, as shown in Figure 2. Effect sizes across cohorts averaged +1.03 for first graders, +.44 for second graders, and +.23 for third graders. The analyses for second and third graders probably understate the magnitude of the differences. In line with district and program policies, students are transitioned into English instruction as soon as they demonstrate an ability to excel in English. Because of their success in Spanish reading, many more *Éxito Para Todos* than control students were transitioned during second and third grades. Therefore, the highest-achieving experimental students were being removed from the Spanish sample, making the performance of this group look lower than it was.

Spanish ESL Students

Results for Spanish-dominant students taught in English are shown in Figure 3. Like the results for students taught in Spanish, these comparisons show remarkable impacts for first graders (ES = +1.36), smaller ones for second graders (ES = +.46), and very small differences for third graders (ES = +.09). Again, the successful transitioning of students out of ESL classes probably reduced the apparent differences by third grade (because the highest achieving students are no longer receiving ESL services).

Figure 2

Grade Equivalents and Effect Size for Spanish Bilingual Students



Other ESL Students

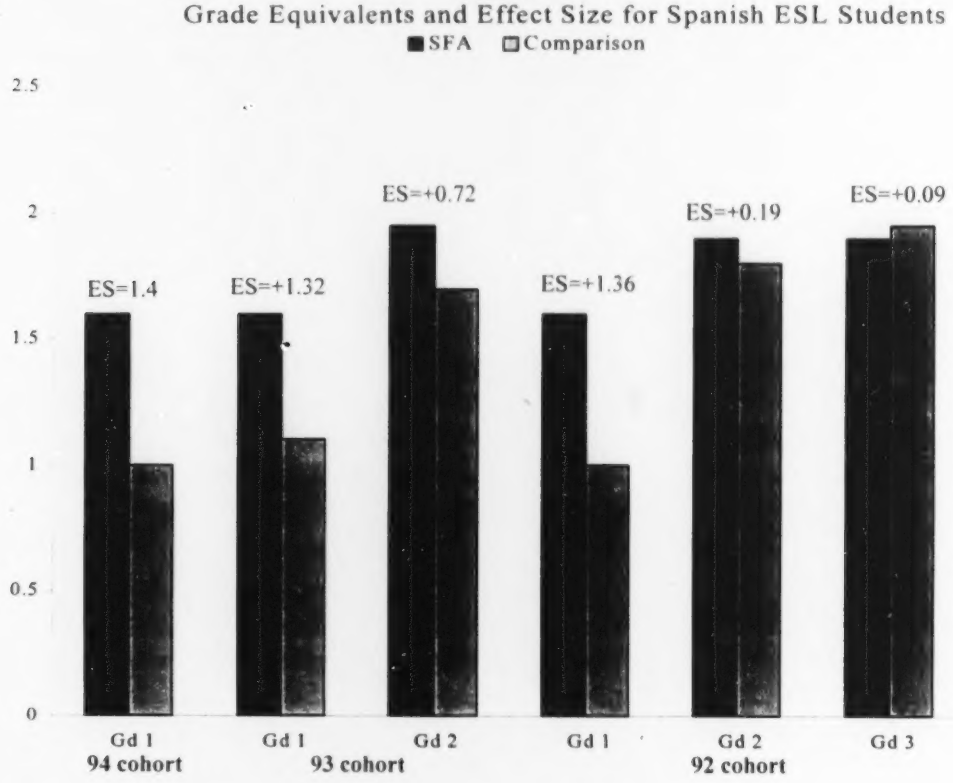
Results for speakers of languages other than English or Spanish (taught in English) are summarized in Figure 4. The patterns for these students are similar to those for Spanish ESL students, except that there were no differences for the 1994 first grade cohort. Averaging across cohorts, effect sizes were +.40 for first graders, +.37 for second graders, and +.05 for third graders.

Arizona (ESL)

The most recent study of the ESL adaptation of Success for All in schools serving many students acquiring English is a study in an Arizona school district (Ross, Nunnery, & Smith, 1997). This study compared first graders in two Success for All schools, three schools using locally-developed Title I schoolwide projects, and one school using Reading Recovery, a one-

to-one tutoring program for first graders (Lyons, Pinnell, & Deford, 1993). Two strata of schools were compared. Stratum 1 consisted of very impoverished schools, in which 81% of students received free lunch and 50% were Hispanic. Stratum 2 consisted of less impoverished schools, with 53% of students receiving free lunch and 27% Hispanic.

Figure 3
Grade Equivalents and Effect Size for Spanish ESL Students

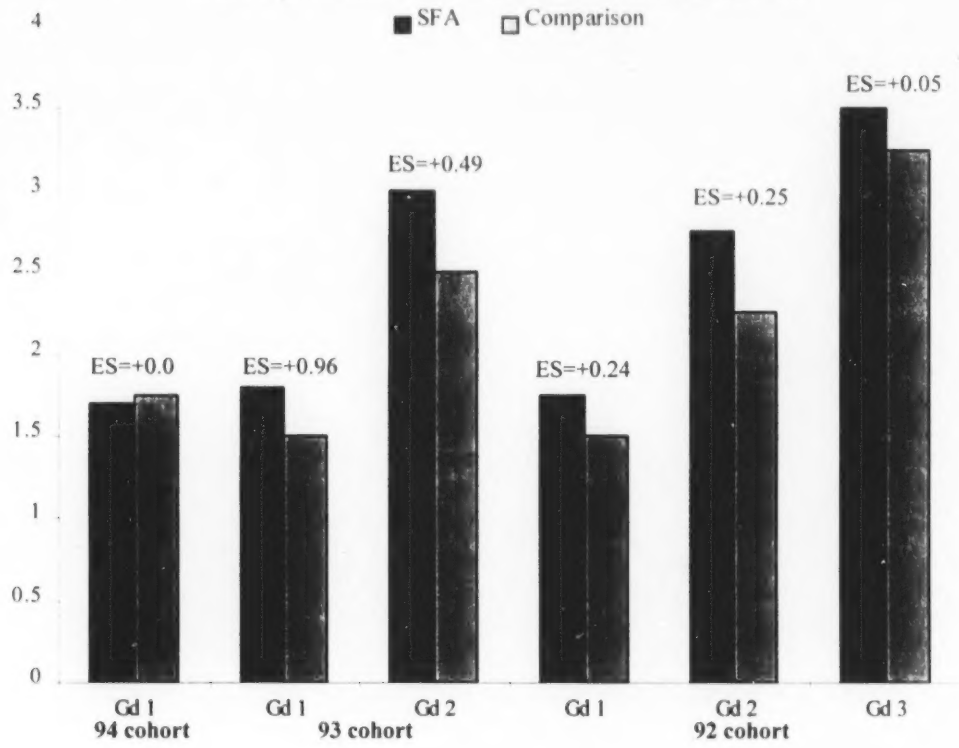


Measures

Students were pretested on the Peabody Picture Vocabulary Test (PPVT) and then posttested on the Woodcock Word Identification, Word Attack, and Passage Comprehension scales, and the Durrell Oral Reading Test. Analyses of covariance compared schools in each stratum to the other two schools in the same stratum, controlling for PPVT pretests.

Figure 4

Grade Equivalents and Effect Size for Other ESL Students



Results

Table 6 (from Ross et al., 1997) summarizes the outcomes for Spanish-dominant students. In the highest-poverty schools (Stratum 1), Success for All students scored higher than the average of the two locally-developed schoolwide projects on all measures, but the difference was significant only for Word Attack. Hispanic first graders averaged at grade level (1.8), but the comparison groups were below grade level on all measures (mean = 1.45). Results were similar for the less impoverished schools (Stratum 2); Success for All Spanish-dominant students scored significantly higher than the locally-developed schoolwide project and the Reading Recovery school on Word Attack, but there were no significant differences on the other three measures. The Reading Recovery and local schoolwide project schools did not differ on any of the measures.

Table 6. Reading Achievement Test Means, Adjusted Means, and Standard Deviations Students Scoring in Lowest Quartile on Pretest and Tutored Students

		PPVT	Word Identification			Word Attack			Passage Comprehension			Oral Reading		
School	n	M	M	M'	GE	M	M'	GE	M	M'	GE	M	M'	GE
Stratum 1														
1. SFA1	21	44.62 (6.98)	19.10 (14.27)	18.67	1.5	5.86 (5.35)	5.95	1.3	7.86 (5.99)	7.77	1.3	1.81 (2.27)	1.80	1.2
2. LSW1A	22	38.27 (7.71)	10.36 (9.63)	11.09	1.2	0.73 (1.32)	0.57	K.6	5.50 (4.96)	5.66	1.1	0.36 (1.33)	0.37	1.0
3. LSW1B	25	43.96 (6.83	21.08 (16.94)	20.78	1.5	6.64 (8.44)	6.71[2]	1.4	9.04 (6.11)	8.98	1.4	2.84 (3.41)	2.84	1.4
Stratum 2														
4. SFA2	21	53.95 (9.41)	35.52 (13.99)	33.94	1.9	15.48 (9.33)	14.97[5,6]	1.9	15.38 (6.90)	14.60	1.7	5.76 (3.63)	5.51	1.9
4a. Tutoring (SFA)	19	70.21 (12.29)	34.32 (7.65)	34.12[6a,6b]	1.9	15.90 (8.48)	15.84[6a,6b]	2.0	16.16 (5.71)	16.30[6a,6b]	1.8	4.95 (2.34)	4.86[6a,6b]	1.7
5. LSW2A	21	42.14 (19.87)	20.29 (16.16)	23.29	1.5	3.43 (4.71)	4.39	1.0	8.86 (7.07)	10.34	1.4	2.29 (3.81)	2.76	1.3
6. RR2	28	53.50 (4.93)	26.21 (14.94)	24.80	1.7	7.07 (7.46)	6.62	1.4	12.75 (8.08)	12.05	1.6	4.00 (4.68)	3.78	1.6
6a. Tutoring (RR)	12	75.92 (13.92)	15.83 (7.48)	16.33	1.4	2.17 (2.15)	2.32	0.9	9.33 (4.75)	8.99	1.4	1.67 (2.93)	1.87	1.1
6b. Tutoring (group)	7	69.43 (13.60)	17.57 (7.76)	17.28	1.4	4.00 (3.37)	3.91	1.2	7.57 (5.13)	7.78	1.3	0.57 (0.98)	0.45	0.5

Note. Superscipts indicate that the adjusted mean is significantly higher than the mean for the school designated by the superscripted numeral. M' = pretest adjusted mean score.
From Ross, Smith, & Nunnery, 1997.

Houston (Bilingual)

The largest study of the Spanish bilingual adaptation of Success for All is currently underway in the Houston Independent School District (HISD). Both Spanish and English forms of the program are being studied; only the Spanish results are presented here (see Nunnery, Slavin, Madden, Ross, Smith, Hunter, & Stubbs, 1997, for a report of the full study).

The Houston study was unusual in several ways. In contrast to other studies (and to standard practice in implementing Success for All in dissemination sites), schools were allowed to choose how completely to implement the program. They could choose to implement all program elements, the reading program and tutoring without other elements, or just the reading program. The intention was to compare outcomes according to degree of implementation.

Measures

The study compared first graders in 20 schools implementing the bilingual version of Success for All to those in 10 matched schools also using Spanish bilingual instruction. Children were assessed on three scales from the Spanish Woodcock: Word Identification, Word Attack, and Passage Comprehension. Ten children were selected at random to be assessed in each school; after missing data were removed, there was a total of 298 Spanish-dominant students across the 30 schools with bilingual programs.

Results

The Success for All schools were grouped into three categories of implementation — high, medium, or low — based on such implementation categories as whether the school had a full-time, part-time, or no facilitator, the number and certification status of tutors, and the existence of a family support team. Among the bilingual schools, no school fell into the "high" category, primarily because few had certified teachers working as bilingual tutors. The medium-implementation schools, however, had many more paraprofessional tutors and were much more likely to have a full-time facilitator and a family support team than were the low-implementation schools. Otherwise, both sets of schools were very similar to each other and to bilingual programs in comparison schools. The Spanish-dominant SFA students were somewhat more impoverished than those in comparison schools, and had somewhat higher mobility.

Table 7. Reading Posttests and Effect Sizes, First Graders
Houston Bilingual Schools, 1996

		Medium (n=99) Implementation	Low (n=102) Implementation	(n=97) Comparison
Word Identification	x	30.18	31.21	27.36
	ES	+0.20*	+0.27*	
Word Attack	x	18.29	17.54	15.48
	ES	+0.30*	+0.22*	
Passage Comprehension	x	5.05	4.11	4.00
	ES	+0.22[a]	+0.02	
Mean ES		+.024	+0.17	

[a] $p<.06$ * $p<.05$

Table 7 summarizes outcome data for the three sets of schools. Directionally, medium implementers scored higher than low implementers, who scored higher than controls. School-level comparisons showed significant differences ($p < .05$) between both categories of SFA/EPT schools and comparison schools on Word Identification and Word Attack, and a marginally significant difference ($p < .06$) between medium implementation schools and controls on Passage Comprehension. Overall, effect sizes in comparison to controls averaged +0.24 for medium implementers, +0.17 for low implementers. These results, emphasizing the importance of completeness of implementation, mirror the results found for the English-dominant students in the Houston study (see Nunnery et al., 1997).

Discussion

The effects of Success for All on the achievement of English language learners are not entirely consistent, but in general they are substantially positive. In all schools implementing *Éxito Para Todos*, the Spanish bilingual adaptation of Success for All, effect sizes for first graders on Spanish assessments were very positive. The Houston study showed that this effect was more pronounced when schools were implementing most of the program's elements. The Philadelphia evaluation showed that even after transitioning to English-only instruction, *Éxito Para Todos* third graders performed better on English assessments than control students who were primarily taught in English. For students in sheltered English

instruction, effect sizes for all comparisons were also positive, especially for Cambodian students in Philadelphia and Mexican-American students in California.

The findings of this research suggest many areas in need of further investigation. First, they point to a need for more in-depth qualitative investigations of instructional practices in traditional bilingual first grades, as well as in bilingual Success for All/*Éxito Para Todos* classes. Such an investigation and ethnography of Success for All and control schools is currently underway. In addition, it would be important to investigate the effects of the separate components of Success for All in bilingual and ESL classes and to relate these components to student outcomes. This is a component of an ongoing Houston study, which is contrasting bilingual schools using the *Lee Conmigo* reading curriculum alone, schools using *Lee Conmigo* plus tutoring for first graders, schools using all components of Success for All, and traditional bilingual control schools.

Conclusion

The research summarized in this paper supports two principal conclusions. First, the performance of English language learners in high-poverty schools without any special program is low, whether they are taught in English or in their home language (and assessed in the language of instruction). Second, this need not be the case. In every evaluation, English language learners in Success for all schools have scored better than their control counterparts, and in most cases, these students scored at or above grade level on individually administered tests. More research is needed to better understand how Success for All affects daily practices in schools serving English language learners and to understand how these practices differ from those typical of traditional bilingual and ESL programs.

More research is also needed to determine the effects of *Éxito Para Todos* over a longer time period and in a larger number of schools. However, this study shows the impact of a structured approach to beginning reading in Spanish that emphasizes teaching phonics in the context of meaningful text, cooperative learning, storytelling, and tutoring. A similar approach integrating ESL and classroom instruction for English language learners taught in English was also found to be effective.

Both bilingual and ESL instruction are realities for hundreds of thousands of U.S. students. It is time to move beyond the debate about the relative benefits of each and to begin to investigate instructional strategies able to ensure the success of students in reading, whatever the language of instruction. The research summarized here provides a step in this direction.

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